DOCUMENT RESUME

ED 084 564 CS 200 911

AUTHOR	Kenzel, Elaine; Williams, Jean
TITLE	The Dickens Family, English: 5113.301.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	72
NOTE	44p.; Authorized course of instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Guides; *English Instruction; *English Literature; Nineteenth Century Literature; *Secondary Education; *Teaching Guides; *Victorian Literature
IDENTIFIERS	Dickens (Charles); Minicourses; *Quinmester Program

ABSTRACT

Developed for a quinmester unit on the Dickens family for the high school, this guide provides the teacher with teaching strategies for a course of study designed to familiarize the student with aspects of Victorian England through the multiple works of Charles Dickens. Works to be read and studied include "Oliver Twist," "Tale of Two Cities," "A Christmas Carol," "Pickwick Papers," "David Copperfield," and "Great Expectations." The range of subject matter covers the world conditions preceding Dickens, the times of Charles Dickens. The guide is arranged by performance objectives with suggested teaching strategies listed under each objective. A listing of student and teacher resources (state-adopted textbooks, reference books, and films) is provided. (HOD)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

THE DICKENS FAMILY

5113.301
5114.306
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5116.306

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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English

Written by

Elaine Kenzel and Jean Williams

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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Published by the Dade County School Board

COURSE NUMBER	COURSE TITLE: THE DICKENS FAMILY
5113.301 5114.306 5115.306 5116.306	COURSE DESCRIPTION: A course of study designed to familiarize the student with the starker aspects of Victorian England through the multiple works of the period's keenest recorder of human frailities, aspirations, cupidity, and misfortune. Works to be read and studied include Oliver Twist, Tale of Two Cities, A Christmas Carol, Pickwick Papers, David Copperfield, Great Expectations.

I. PERFORMANCE OBJECTIVES

A. Using a variety of historical and literary sources, students will isolate those elements which, when combined, produced Charles Dickens.

B. Having sampled a wide variety of Dickens' works, students will discuss the people, places, and situations of Dickens' literary world.

C. Having become familiar with the Victorian societal forces which necessitated a humanitarian spokesman, students will delineate aspects of today's society which might concern a contemporary Dickens.

II. COURSE CONTENT

A. Rationale

Charles Dickens' death in 1870 pinpoints the beginning of a full century of entertainment. In the 1970's Dickens is touted by critics as second only to Shakespeare in the ranks of English writers. Who is this man whose writings teem with life? What biological, sociological, psychological, and historical factors combined to produce a Dickens? The Dickens Family offers a study of the man, his work, and his world in order to help students understand the age of Dickens, to appreciate his genius in character portrayal, and to discern his insight into human nature. A reassessment, 100 years later, by Dickensian readers affirms the universality of Dickens: the applicability of his writings to everyday human relationships.

B. Range of subject matter

1. World conditions preceding Dickens
2. The times of Charles Dickens
3. Dickens: the Man and the Novelist
4. Dickens' works
   a. Barnaby Rudge
   b. Bleak House
   c. Christmas Carol
   d. David Copperfield
   e. Dombey and Son
   f. Great Expectations
   g. Hard Times
   h. Little Dorrit
   i. Martin Chuzzlewit
   j. Mystery of Edwin Drood, The
   k. Life and Adventures of Nicholas Nickleby, The
   l. Oliver Twist
   m. Old Curiosity Shop, The
   n. Our Mutual Friend
   o. Pickwick Papers: Posthumous Papers of the Pickwick Club
   p. Tale of Two Cities, A
5. Proposals for a contemporary Charles Dickens

III. TEACHING STRATEGIES

A. Using a variety of historical and literary sources, students will isolate those elements which, when combined, produced Charles Dickens.

1. Ask students to judge Charles Dickens' impact on the English language. What epithets or phraseology are "everyday American English"? Scrooge; Bah, humbug; Tiny Tim; Ghost of Christmas Past; old Biddy; God rest you, merry gentlemen; Fagin: Toby jug; pooh!; the little Dickens!; as dead as a door-nail; as good as gold; Barkis is willin'; You'll find us ready; Where in the Dickens is...?

2. Take students on a filmed tour of the world just preceding the time of Dickens:

   a. Napoleonic Era (1-12583)

   b. Napoleon: The Making of Dictator (1-31936)

   c. Napoleon: The End of a Dictator (1-31937)

   d. Background of the Civil War (1-12838)

   e. Beginnings and Growth of Industrial America (1-05381)

   f. Civil War: Background Issues (1820-1860) (1-12846)

   g. Inventions in America's Growth (1-12580)

   h. French Revolution, The. (1-12580)

   i. War of 1812, The. (1-12830)

   Show students films dealing with the England of Dickens' day:

   a. English History: 19th Century Reforms (1-12565)

   b. Industrial Revolution (1-03524)

   c. Changing World of Charles Dickens, The (1-3146)

   d. English Literature: The Victorian Period (1-11814)

4. Ask students to investigate British colonization activities. Some might report on the enlargement of the British navy, a necessity to protect established trade routes. Of what importance was the army? What do the colonization procedures reveal about the Victorian self image?

5. Have students study the activities of the Earl of Shaftesbury. What reforms did he inaugurate?

6. Have students, after acquiring some knowledge about Queen Victoria and her predecessors, imagine that they are present at her coronation. Who else might be there? Have students describe them and the ceremony. What political, economic, social, and cultural conditions prevailed in 1837? Note for students that Pickwick Papers, Dickens' first novel, appeared in this same year.

7. Have students locate information and prepare tables and charts (Refer to those in Charles Dickens and Early Victorian England as samples.) about a variety of areas, topics, and issues:

   a. Railways

   b. Imports

   c. Populations

   d. Shipping

   e. Wages

   f. Prices

   g. Literacy

   h. Books published

   i. Grants for elementary education

   j. Theatres

   k. Emigration

   l. Imports

   m. Exports

Students might put these on dittoes or on acetates. Have them study the information and come to some conclusions about what they reveal concerning the life and times of Dickens.

8. Suggest that students collect bits of Victoriana to bring to class on a specified day in order to construct an overview of the Queen and her influence on the times. Individual students might prepare a montage or a collage depicting the Dickens' era.

9. Have students bring in pictures which show the life style of the wealthy in Victorian England. Have them bring in others which portray suburban life and some which depict the tenements or "rookeries" in central London. How does Dickens describe each of these? Ask students to watch for descriptive passages in the novels they read.

10. Divide the class in half. Ask one side to be Whigs and the other to be Tories. All students should investigate the political views of their political party. On a pre-arranged day conduct a mock session of Parliament meeting in 1840. Make a proposal such as: Wages should be commensurate with the labor performed. Ask each Party to speak to this issue. Individuals may then propose additional issues for discussion and debate.

11. Give students a listing of conditions common in England in 1830. Have them, where feasible, parallel these with similar contemporary circumstances in the United States. If the contention that an age produces a champion is correct, have the students hypothesize the concerns, media, technology, and environments that should cause a Charles Dickens to emerge in the USA of the late twentieth century.

England 1840-1870	USA 1940-1970
a. War weariness	
b. Army status low	
c. Political ferment	
d. Social caste system	
e. Poverty and hunger	

f. Rule by aristocracy

g. Convicts as emigres

h. Railways

i. Telegraph

j. Civil service reform

k. Free trade

l. Poor Laws passed

m. Crime wave

n. Empire status

o. Sports: horseracing, cards, hunting

p. Alcoholism -- national proportions

As books are studied, have students look for additional parallels.

12. Ask students to investigate the position of women in the Dickensian world.

13. Ask students to imagine that they live in Dickens' England. Have them prepare material for a newscast or write a letter to a friend in America about one or more of the following:

a. Political ideas

b. Social situations

c. Philosophical persuasions

d. Theological ideologies

e. Educational thinking

f. Fine arts pursuits

g. Economic conditions

h. Medical discoveries

i. Scientific discoveries

j. Sports activities

Students, having identified an area of study, might trace its development in the preceding century.

14. Have students speculate on the conditions which would have prevailed in England had there been no Industrial Revolution. Ask them to identify its positive and negative results.

15. Have students role-play Nathaniel Hawthorne giving his views on England. The following situations might be considered:

    a. Lecture in America concerning Liverpool's industrial squalidness.

    b. Dictating a letter to a friend in the U.S.A. and describing England's unhealthy climate.

    c. Being interviewed by British newsmen on the reasons for the crude manners of Americans.

    d. Discussion on the ugliness of Englishwomen and their "haut coutoure de Dickensian."

16. Have students investigate the educational system in England during Dickens' time. Ask them to contrast the school kept by Dr. Strong in David Copperfield (read them portions concerning this) with most of the other schools in England. Have several students present to the class the methods used in Bruce Castle School in North London, an exception to the majority of schools. What effect did the inauguration of compulsory schooling in 1870 have on social conditions?

17. Encourage students interested in art to investigate the works of Sir Edwin Landweer, Sir John Everett Millais, Holman Hunt, Dante Gabriel Rossetti, and William Morris. In what ways did they reflect ideas and tastes similar to those of Dickens? How did they differ? Ask students to bring samples of their work to class and to point out specific elements which are typical of the artistic interest of the period.

18. Have students investigate the lives and works of novelists who were Dickens' contemporaries: William Makepeace Thackeray, George Eliot,

Emily Bronte, Charlotte Bronte.

19. Ask students to give an overview of the subject matter, style, and themes used by a particular author (Thackeray, George Eliot, the Brontes) and to compare and contrast them with those used by Dickens.

20. Direct students to the thoughts of writers such as Robert Browning, Elizabeth Barrett Browning, Mathew Arnold, Alfred Tennyson, John Ruskin, William Morris. Ask them to explain how the style, the themes, and the subject matter of these writers is similar to yet differs from that of Dickens.

21. Ask students to research some of the outstanding personalities of the Victorian-Dickens' Age:

    a. Charles Darwin

    b. John Henry Newman

    c. Benjamin Disraeli

    d. Michael Faraday

    e. John Stuart Mill

    f. Thomas Carlyle

    g. Florence Nightingale

    h. Joseph Lister

    i. William Booth

    j. William Gladstone

    k. Joseph Paxton

    l. Karl Marx

    m. Fox Talbot

    n. Sir Isaac Pitman

    o. Jenny Lind

    p. Prince Albert

    q. Louis Philippe

r. Louis Napoleon Bonaparte

s. Pope Pius IX

t. Isambard Brunel

Have students relate the special manifestation of genius exhibited by each to their overall understanding of the age.

22. Give students a list of names Dickens gave his characters. Ask them to imagine what each one looks like and to describe his personality.

a. Thomas Gradgrind (Hard Times)

b. Oliver Twist (Oliver Twist)

c. Mrs. Sarah Gamp (Martin Chuzzlewit)

d. Augustus Snodgrass (Pickwick Papers)

e. Uncle Pumblechook (Great Expectations)

f. Dick Murdstone (David Copperfield)

g. Sissy Jupe (Hard Times)

h. John Chivery (Little Dorrit)

i. Peggotty (David Copperfield)

j. Count Smorltork (Pickwick Papers)

Following students' speculations, the teacher might read a brief portion of each work which describes or characterizes the individual. Ask students to note how Dickens matches the name and the character. Show students a variety of pictures of people taken from magazines, and ask them to give them names in the style of Dickens which characterize some observable trait.

23. Ask students to discuss the advantages and disadvantages of publishing novels in installments. They might compare them to current TV soap operas (not in quality but in format.)

24. G ve students the London Times description of Dickens at his death: the Great Commoner of English Letters and ask students to predict the interests and accomplishments that would earn such an honor.

25. Ask students to identify the characteristics of Dickens' reading public. Who bought books and read them? What kinds of books did they like? Would they rather read about rough, bawdy characters or about sentimental, romantic ones? How did they react to a realistic treatment of character types and social situations?

26. Demonstrate for students a reenactment of the "labeling of the blacking pots," a childhood job that produces a traumatic reaction in the boy Dickens.

    a. Supplies needed:

        (1) Two empty yoghurt containers

        (2) Waxed paper

        (3) Blue paper

        (4) String

        (5) Scissors

        (6) Black magic marker

        (7) Paste

    b. Procedure:

        (1) Cover each pot with waxed paper; paste.

        (2) Cover each pot with second wrapping of blue paper; paste.

        (3) Tie the paper layers tghtly with string.

        (4) Clip paper neatly at top rim.

        (5) Print the tradenames on each.

        (6) On one pot print the label for the very famous blacking:

Warren's Blacking, 30,
The Strand

On the other pot print the label for Dickens' employer:

Warren's Blacking, 30
Hungerford Stairs
Strand

If feasible, have students each make a blacking pot, endeavoring to make a legitimate but unethical label. Pose this question: With his father in prison, will Charles let this unsavory job lead to a life of crime?

27. Ask students to reconcile Dickens' love for money, his fights with his publishers, his interest in international copyright laws with his unrelenting personal drive agairst poverty. Factors such as the following provide a departure point:

    a. Father's prison term for debt

    b. Wages of six shillings a week for first job

    c. Monetary value of a shilling

    d. Value of legacy estate at 93,000 pounds

    e. Monetary value of the English pound in 1870

    f. Publishing dates coincided with Christmas buying rush

28. Ask students to study Dickens' life to ascertain the literary works which he read. What influence, if any, did each of these have on specific works?

29. Have students stage a "Person to Person" visit with each of the important women in the life of Charles Dickens. Included should be Mary Hogarth, Georgina Hogarth, Maria Beadnell Winter, Katherine Hogarth Dickens, Ellen Ternan, Mary Boyle, Mamie Dickens, Katey Dickens Collins Perugini, Madame De la Rue, Elizabeth Dickens.

30. Ask students to determine Dickens' relationship with several American writers: Washington Irving, Edgar Allan Poe, Henry Wadsworth Longfellow, Ralph Waldo Emerson, Oliver Wendell Holmes.

What influence, if any, did these writers have on his writing? How did he influence theirs?

31. Ask students to explain why Dickens, when asked to run for Parliament, refused.

32. Have students investigate the personal life of Charles Dickens by delving into all aspects of his character. The following points of departure might be utilized for research targets:

    a. Shabby genteel

    b. In the Black: six shillings a week

    c. Sibling rivalry

    d. Mama's boy?

    e. Song title, "Maria"

    f. Boz

    g. "A Sunday out of Town" = "A Dinner at Poplar Walk"

    h. 7 February 1836

    i. Play, "Kiss Me Kate"

    j. Pickwick mania

    k. Cheaper by the Dozen

    l. Playwright

    m. Skeleton in the family closet

    n. His heroes as revealed by the names of his children

    o. Thwarted actor

    p. Song title, "June in January"

    q. Dr. Jekyll and Mr. Hyde

    r. Practical joker

    s. A Beau Brummel

t. Indorsement of commercial products (Ex. Draper's Ink)

u. Relationship between Dickens and Tennyson

33. Have interested students read several books of criticism and/or biography to discern various viewpoints of, or contradictions in, episodic accounts of Dickens' life.

a. The Ellen Ternan episode

b. Gladys Storey's Dickens and Daughter

c. Edward Wagenknecht's Dickens and the Scandalmongers

d. Martin Fido's Charles Dickens

e. John Forster's Life and Times of Charles Dickens

f. Ada Nisbet's Dickens and Ellen Ternan

g. Ralph Straus's Charles Dickens: A Biography from New Sources

34. Instruct students to accept or reject this thesis: Dickens prostituted self to pander to public approval.

35. Have students in a panel discussion present the opposing, yet complementary, aspects of Dickens suggested by the following two topics: Dickens is a conservative. Dickens is a radical.

36. Have two students or Thespians reenact for the class the meeting between the aging but status-conscious Charles Dickens and Queen Victoria.

37. Inform students that George Bernard Shaw voiced his opinion that Charles Dickens' writings contained more revolutionary material than Karl Marx's. Is it plausible that Lenin was too moderate to adopt Dickens' ideas? Why did Friedrich Engels, an associate of Marx, write Condition of the Working Class in England (1844) when Dickens had exposed the then-current economic conditions in such novels as Little Dorrit, Hard Times, and The Old Curiosity Shop. Have students consider J. B. Priestley's reference to Dickens as a "Shaw who had not read Marx.

38. Have students discuss the satirical implications of a modern author, Evelyn Waugh, who alludes to Charles Dickens in A Handful of Dust when a captured explorer in Brazilian jungles is doomed to read Dickens' novels to an illiterate chieftain over and over and over again -- for the rest of his natural life.

B. Having sampled a wide variety of Dickens' works, students will discuss the people, places, and situations of Dickens' literary world.

1. Give students an overview of novel structure with emphasis on those written by Dickens by showing them the films:

a. Novel, The: Early Victorian England and Charles Dickens (1-40053)

b. Dickens Chronicle, A. Pts. 1 and 2 (1-31513, 1-31515)

c. Dickens, Charles: Characters in Action (1-11832)

2. Present students with a variety of "noms de personalities" (names which match individuals' character traits) and ask them to suggest the traits each might possess. Then, as they read specific works, have them note the actual characteristics of these individuals, several of which are suggested here with the work in which they appear:

a. Mr. Jellyby, Bleak House

b. Miss Flite, Bleak House

c. Krook, Bleak House

d. Mr. M'Chonkumchild, Hard Times

e. Mrs. Sparsit, Hard Times

f. Ned Cheeryble, Nicholas Nickleby

g. Uriah Heep, David Copperfield

h. Dick Swiveller, Old Curiosity Shop

i. Rosa Bud, Mystery of Edwin Drood

j. Wackford Squeers, Nicholas Nickleby

k. Mealy Potatoes, David Copperfield

3. Ask students to watch for associative, characterizing labels Dickens attaches to his characters as he once attached labels to blacking jars. Example: "honest" Jerry Cruncher; Miss Murdstone, a "most metallic lady;" Heep's the "unblest person going;" the Artful Dodger; Tiny Tim; and Little Nell.

   Ask students how they react to this device of matching the character's name with his characteristics. Is it used today? Why? Why not? What are the advantages and/or disadvantages of doing this?

4. Have students study the life of Dickens and make a list of pertinent facts. (Present them with such a list if necessary.) As they read his works have them look for and record the instances in which he used personal circumstances and events as part of his fiction.

5. Inform students that the term, "masterpiece," has been applied to the classics written by Charles Dickens. As they read his novels, have them list characteristics and qualities that deserve this accolade.

6. Have students in small groups or individually write a letter to Dickens about one or more of his books. Talk with them about items to include:

   a. Reaction to people met

   b. Questions concerning confusing or unclear elements

   c. Critique of stylistic elements

   d. Suggestions for a new title

   e. Questions concerning his motives for writing it

   Later in the course students might have sufficient background to assume the role of Dickens and answer their own letters.

7. Have students select several characters and write a satirical limerick on each.

8. Have students choose a prominent character to feature in an original ballad. Students, if capable, should also compose original music. If not, they might set their words to a popular score.

9. Have students apply onomatology to the name of Dickens' characters and attempt to trace each name to living persons important to Dickens. Example: Ellen Lawless Ternan as revealed by Estella (Great Expectations); Bella Silfer (Our Mutual Friend); and Helena Landless (The Mystery of Edwin Drood.)

10. Have students study the "criminal element" in Dickens' novels and relate such characters as Oliver Twist, Fagin, Sidney Carton, and Abel Magwitch to historical places such as the "Devil's Acre," Newgate Jail, Marshalsea, and the American colonies and later Australia.

11. Have students construct questions which they may use as guides for study and analysis of Dickens' novels. The teacher may contribute sample questions such as those which follow:

    a. Cite examples of Dickens' powers of observation, insight into human nature, scope of imagination.

    b. How is each character presented? As a unique individual? As a stereotype? Is he realistic? Is he motivated internally or externally? Is his dialogue appropriate to his nature and/or situation in life? By what values does he live?

    c. Cite examples of tragedy, comedy, irony, sentimentality, melodrama.

    d. Cite examples of stylistic devices: repetition, descriptive tableaux, thematic imagery, symbolism, counterpoint, first person narrative, double ending, combining satire and polemic, in media res, and point of view, What effect does each device have?

    e. State the theme(s) in one sentence each. Under each statement of a theme, list specific examples of the theme in operation in the novel. Cite present day examples of the same theme.

f. Investigate a variety of sources to determine Dickens' purpose in writing each work studied. Determine also what personal experiences, including his familiarity with specific literary works, he might have drawn on in specific works.

12. Give students an overview of Dickens' development as a novelist: Pickwick Papers evidences a strong picaresque, eighteenth-century influence; Oliver Twist moves into the nineteenth century by focusing on contemporary problems (Poor Laws of 1834, crime, etc.) while keeping some elements of the quest; Nicholas Nickleby, The Old Curiosity Shop, A Christmas Carol, and Martin Chuzzlewit reveal an increasing concern for the effects of psychology in human affairs; Dombey and Son indicts contemporary commercial and economic values and focuses on the moral and psychological relationships of complicated characters and their responsibilities as human beings; David Copperfield modernizes the picaresque by making it a psychological search--autobiographical through a protagonist; Bleak House portrays England as a wasteland; Little Dorrit reveals the individual as the corrupting influence behind societal masks; Barnaby Rudge and A Tale of Two Cities continue the theme of individual corruption as the cause of historical tragedy; Our Mutual Friend concerns the search for identity on the purely psychological level; the real Mystery of Edwin Drood remains unsolved after one hundred years.

Have students list on a sheet of paper those Dickens' novels they have already read or seen on film. On this same paper have students, based upon this brief overview or another which presents a skeleton plot of each work, indicate a novel they would recommend for class study, one they would like to read with a small group, and one or more they wish to read individually. From these lists, make assignments:

a. Barnaby Rudge

(1) Have students look for specifics to substantiate the claim that Dickens' wrote Barnaby Rudge to express his abhorrence of capital punishment.

(2) Ask students to compare Dickens' account of the 1780 riots he describes in Barnaby Rudge with historical accounts.

(3) Ask students to note descriptions of the mobs that vandalized the churches and burned Newgate Prison. Have them discover reasons for the mob action and then discuss mob behavior and mob psychology and actions taken against the rioters in Dickens' time and now.

(4) Have students imagine that they lived in London in 1780 during the time that the city was in the hands of the rioters. Ask them to describe their feelings as rioters approach the house in which they are living.

b. Bleak House

(1) Have students tell what circumstances in Dickens' life caused him to criticize lawyers and the court system as he does in Bleak House. Students might interview local judges to ascertain their views on injustices caused by delays in court action.

(2) Have students, as they read Bleak House, cite elements in it which indicate why Dickens chose the name of this house as the title of the book. How does he concretize the symbolism suggested by the title?

c. Christmas Carol

(1) Ascertain with students that one cherished tradition of the holiday season is the annual showing of A Christmas Carol. Investigate the aspects of a Victorian Christmas as Dickens reveals it in the following works: "A Christmas Tree," "The Haunted Man," "The Seven Poor Travellers," Christmas Dinner from Sketches by Boz, "The Chimes," The Mystery of Edwin Drood, Great Expectations, Pickwick Papers, "The Cricket in the Hearth." Use the film, Charles Dickens Christmas (1-13393) and/or Dickens' Christmas Carol (1-05736).

(2) Ask students to cite evidence that Dickens was a believer in the supernatural as they read specific works such as A Christmas Carol, "The Haunted Man" and "The Chimes."

(3) Have students show how Ebenezer Scrooge proves the verity of the saying about love: the more you give away, the more you get.

(4) Have students read "The Road Not Taken" by Robert Frost and determine the feasibility of Frost's having been inspired by Scrooge's midnight vision.

(5) Ask students to discuss in small groups the concept of Scrooge as an alienated man.

(6) Suggest that, using musical terms, musically inclined students work out parallels between the book and a musical composition. Students might select a specific Christmas carol for this project.

(7) Ask students to compile a list of themes suggested by the idea of Christmas. It might include:

(a) Love

(b) Joy

(c) Peace

(d) Redemption

(e) Brotherhood

(f) Birth

(g) Giving

How is each of these given shape and form? What current ideas related to Christmas are traceable to Dickens and which ones return to other sources? Specify the source.

d. David Copperfield

(1) Have students investigate the autobiographical aspects of David Copperfield. In what ways does Dickens reveal himself? How does Mr. Micawber recapitulate John Dickens? Mrs. Micawber, Elizabeth Dickens?

(2) Have students divide into four different approach-groups for reading David Copperfield. Four vantage points that might be utilized are the romantic fairy tale ("and they lived happily ever after"); atavistic throwback to Garden of Eden (Blake's "Songs of Innocence" and "Songs of Experience"); psychological pattern (David Copperfield as a therapeutic vehicle for Dickens' soul scars); autobiographical parallel.

(3) Have the students, as they read the novel, tabulate and identify the narrating voices of the story. For example, in the episodes concerning Steerforth, does the reader know more than David?

(4) Tell students that David Copperfield is an example of a novel form known as Bildungsroman. This is a work which follows an individual chronologically from a child to adulthood. Other books of this type are Tom Jones, Portrait of an Artist as a Young Man, Of Human Bondage, The Way of All Flesh. Students might read one of these and compare its structure with David Copperfield or they might suggest a fictional or historical character whose life experiences could be presented in this way.

(5) Have students contrast Dora and Agnes. Students might then suggest comparisons between the women in David Copperfield and those in Dickens' own life.

(6) Present students with several statements for discussion and/or reaction:

(a) David is unable to view life realistically

(b) David lives in a dream world

(c) The stormy ocean side sequence symbolizes David's state of mind

(d) David perceives that the weak triumph and the strong fail

(7) Have students study Mr. Micawber's repertoire of witticisms, (e.g., Uriah Heep as a "heep" of infamy.)

(8) Have students find evidence of Agnes' role as touchstone for David's life.

(9) Schedule students to see the series of films concerning David Copperfield:

(a) Tales from Dickens: David and Betsy Trotwood (1-30896)

(b) Tales from Dickens: David and Dora (1-30897)

(c) Tales from Dickens: David and His Mother (1-30899)

(d) Tales from Dickens: David and Mr. Micawber (1-30895)

(e) Tales from Dickens: The Old Soldier (1-30900)

(f) Tales from Dickens: The Runaways (1-30901)

(g) Tales from Dickens: Uriah Heep (1-30903)

e. Dombey and Son

Read the first few pages of Dombey and Son to students. Ask them to imagine the outcome of the estrangement between Mr. Dombey and his daughter, Florence. Interested students might complete the book and prepare a skit based on an interesting segment. They might try to write the script in the style of one of the two stage versions made of Dombey and Son: one in 1873 in London and the other in 1888 in New York.

f. Great Expectations

(1) Have students experience levels of reading by treating Great Expectations first as a plotted story, then as a psychological study, and finally as an allegory.

(2) Ask students to look for elements of illusion and reality.

How might these, for example, be applied to Miss Havisham, Estella, and Magwitch? Have students test Joe Gargery as a foil for Pip.

(3) Have students analyze Dickens' perceptiveness in portraying mental disorders and their physical manifestations. Have them write medical case histories of such characters as Mrs. Joe Gargery, Miss Havisham, and Bentley Drummle.

(4) Show students a filmed version of Great Expectations to reinforce the reading of the novel:

(a) The Novel: Great Expectations, Part I (1-40057), Part II (1-40055)

(b) The Novel: What It Is, What It's About, What It Does (1-40059)

(5) Ask students to watch the television listings for a possible telecast of the movie, Great Expectations. Have students identify the version shown as either American or British. Have students evaluate the effectiveness of the various filmed portrayals.

(6) Suggest that students read "The Genesis of a Novel: Great Expectations" in Charles Dickens 1812-1870 to discover the influences which led to the creation of Miss Havisham and the memories revived by York Buildings.

(7) Have students eavesdrop on a conversation between Charles Dickens and Edward Bulwer Lytton. What persuasive devices are used by Lytton to convince Dickens that he should change the original ending to Great Expectations?

g. Hard Times

(1) Ask students to find examples in Hard Times of Dickens' tendency to exaggerate. How is Josiah Bounderly a dramatic monster, and how is Stephen Blackpool a dramatic angel?

(2) Suggest that interested students read Upton Sinclair's The Jungle and compare his view of Chicago with Dickens' view of Coketown.

(3) Have students note the agricultural metaphors used as titles for the novel's three divisions: "Sowing," "Reaping," and "Garnering" and the fourth sentence: "Plant nothing else, and root out everything else." Ask students to trace these metaphors throughout the book and explain their significance.

(4) Ask students to discuss the atypical qualities of this Victorian novel. In what respect is the novel like a play?

(5) Read the first three paragraphs of Hard Times to students. Write Thomas Gradgrind's motto--"Facts, facts, facts,"--on the board. Group students into triplets and have them share reactions to this for five minutes. Then conduct a general class discussion. Ideas and questions such as the following might result:

   (a) How are facts related to learning?

   (b) What is the relationship of learning to wisdom?

   (c) What is education?

   (d) What place do facts have in education?

   (e) Are education and learning synonymous?

   (f) By what methods do people learn?

   (g) What is the best method of learning? Is it the same for all? How does one discover how he learns best?

(6) Ask students to determine Gradgrind's views on teaching and learning. What would be the reaction to his views by Alfred North Whitehead, John Dewey, Charles Reich, Carl Rogers, Abraham Maslow, John Holt, and A. S. Neill?

(7) Ask students who have read Hard Times to respond to three of the following:

(a) Cite specific examples in the work to show that Dickens felt that the industrial age could be a repressive force on man's humanity.

(b) What type of man does the embryonic technological society that Dickens portrays produce? Compare him with today's man.

(c) What view of women does Dickens give in this novel?

(d) Discuss the strategy employed by the workers.

(e) What is the fate of the children? Explain how it is doubly ironic.

(f) Discuss a current situation which is similar in one or more aspects to that in Hard Times: unyielding institutions contribute to the alienation of individuals.

h. Little Dorrit

Make the statement that throughout Little Dorrit Amy is the only character who does not change. Ask students to explain why she does not and so show how and why each of the others do.

i. Martin Chuzzlewit

(1) Ask students who read Martin Chuzzlewit to identify the satirical elements. What specifics of human behavior and what institutions does Dickens ridicule? Have students explain why Dickens ridiculed these conditions that he observed in America. Did similar conditions and behavior exist in England? Did Dickens recognize these elements in his own country? What was Dickens' attitude toward them there? Give students the topic, "Charles Dickens: Anti-American." Have them read American Notes

and Martin Chuzzlewit to discover the areas in which he was anti-American and be prepared to explain why he developed such an attitude.

(2) Have students who have read American Notes and Martin Chuzzlewit and are familiar with his biography transport Dickens to countries other than the United States: France, Spain, Japan, India, Union of South Africa. Ask them to familiarize themselves with the people and the conditions existing in one of these countries during Dickens' time. Then have them propose human foibles and societal factors which he might have satirized had he actually visited them.

j. The Mystery of Edwin Drood

Suggest that students read The Mystery of Edwin Drood and be prepared to complete it as they believe Dickens might, had he lived to do so. What other endings might it have? After students tell their endings, have students contrast theirs with those written by others.

k. The Life and Adventures of Nicholas Nickleby

(1) Have students who read Nicholas Nickleby plot the movements of each character. Following this, they might plot the overall action.

(2) Ask students to study the actions of each character in Nicholas Nickleby constantly asking why he behaves as he does. Is his motivation internal or external? Have them note especially the reason(s) for Ralph's final defeat and for the fates of Gride, Wackford Squeers, Madelaine Bray, Nicholas Nickleby, Kate Nickleby, and Newman Noggs.

l. Oliver Twist

(1) Have the students describe in detail the relationship between Nancy and Bill Sikes. What specific means of revealing character did Dickens use? (Dialogue, description, actions, reactions by and toward them)

(2) Ask students who have seen the stage or the film version contrast the tone of one or both of these with the book.

(3) Ask students to speculate on Dickens' reactions were he to see the stage or the film version.

(4) Discuss with students the significance of the locket and the ring. Ask them to identify any other symbols as they read.

(5) Introduce students to Father Flanagan of Boys' Town. Tell them that his philosophy is that there is no such thing as a bad boy. How would he defend Bill Sikes? Display the insignia of Boys' Town with the accompanying motto "He's not heavy; he's my brother," and ask students to apply this brotherly solicitude to Monks and Oliver.

(6) Suggest that students compile a police dossier on Fagin.

(7) Ask students to graph Oliver's high (moments of strength) and low (moments of weakness) points. What specific motivations occasioned each? What was the specific result of each? Have students note the spiraling effect of these cause-crisis-effect incidents. Which one or ones of these produced the Oliver that we see at the end of the book?

(8) Have students, after reading the novel, suggest how they would modernize it for an audience of their peers.

(9) Have students identify psychological and sociological elements.

m. <u>The Old Curiosity Shop</u>

(1) Ask students who have visited the Old Curiosity Shop in London to describe it. Show students available pictures also.

(2) Present students with mini-biographies of Little Nell and her grandfather. Have students explain how the characters reflect the setting and the setting typifies the characters.

(3) Tell students about Little Nell and Quilp viewing the traveling puppet show of Thomas Codlin. Suggest that interested students present a review of this book in the form of a puppet show or by using hand puppets.

(4) Have two students stage a dialogue between John Forster and Edgar Allan Poe on the fate of Little Nell. This should be based on actual evidence such as printed comments by these two authors. Have the class hypothesize why Dickens chose to follow Forster's advice.

(n) Our Mutual Friend

(1) Have students compare the life style and mores of society in Pickwick Papers 1837 with society as portrayed in Dickens' last complete novel, Our Mutual Friend 1865.

(2) Have students stage a "To Tell the Truth" program. Ask three students to take the parts of the murder victim, John Harmon. When "will the real John Harmon please stand" is asked, only the player who is "Our Mutual Friend" alias Julius Handford alias John Rokesmith will rise.

(o) Pickwick Papers: Posthumous Papers of the Pickwick Club

(1) Suggest that the class form a club and give it the name of their instructor. Two days a week the club will conduct brief sessions (5-10 minutes) to discuss the activities of its members. A mini school-related project might be undertaken: a display related to Dickens in the library; reviews of Dickens' book in the school paper. Following each club meeting, have students write letters about the session. The several letters written by each student will reveal characteristics about themselves. These letters might be combined into a dittoed booklet "_____ Papers: Living Papers of the _____ Club."

(2) Present students with several visual portraits of the Pickwick Papers.

Tales from Dickens: Mr. Jingle at Dingley Dell (1-30898)

Tales from Dickens: Sam Weller and His Father (1-30902)

Charles Dickens' Christmas, A. (1-13393)

(3) Have students discuss the cameo portraits Dickens presents of a variety of societal types. Students might write their own character portraits of current types and make a booklet of them. Artistic students might imagine themselves Robert Seymour or "Phiz," Hablot K. Browne and sketch caricatures for modern Pickwickians.

(4) Have students assess the adrenalin effect of Sam Weller.

(5) Ask students to cast Pickwick Papers for the stage and/or a film using current personalities.

(6) Have students write the dialogue and stage Mr. Pickwick's trial for breach of promise.

(7) Ask students to identify the friendship alliances. Pair them off and have each group select a set of friends to portray by a reading, a mini-drama, a taped dialogue, an autograph book, a photo album.

(8) Gather students periodically and read them the book in installments.

(9) Have students, after reading Sketches by Boz, jot down observations daily from which they will develop one or more sketches of their own. These might be dittoed or reproduced in some other form for a collection entitled Sketches by.... .

p. Tale of Two Cities, A

(1) Discuss with students the idea of parallelism. Have them watch for uses of this

throughout the novel: footsteps, England and France, Carton and Darnay, love and cruelty, aristocrats and revolutionaries, pain and glory.

(2) Ask students to verify that Sydney Carton "lived" by sacrificing himself.

(3) Present students with the idea that violence begets violence. Ask them to cite specifics which demonstrate the cyclical nature of atrocities.

(4) Have students study the effect of Dr. Manette's prison experience on himself and on the other major characters.

(5) Schedule a debate on the topic "Dickens Presented a Biased View of the Revolution."

(6) Ask students to identify the genesis of current literary allusions such as: a Madame DeFarge, a Sydney Carton, etc.

(7) Suggest that students present reports on topics such as:

(a) Dr. Joseph Guillotin

(b) Methods of mercy killing

(c) Bastille Day

(d) The Reign of Terror

(e) Marie Antoinette

(8) Present students with a few images to which Dickens gives symbolic significance.

(a) Wine

(b) Road

(c) Fountains

(d) Flood

(e) Fire

Have students suggest possible meanings for these and keep a list of additional images and their applications.

(9) Utilize the technique of the docudrama to portray selected scenes. In this, one student at a lectern gives historical background while others act out scenes from the novel.

(10) Have students imagine themselves Mr. Lorry and keep a journal of his daily observations.

(11) Divide the class into sections to produce a newspaper. Assignments might include:

(a) A lead article on the execution of Sidney Carton

(b) A lead article on the Marquis' killing of the child

(c) A feature article on DeFarge

(d) Cartoons

(e) Letters to the editor

(f) A society article on Lucie and Charles' marriage

(g) News articles from Paris and London on current happenings

(h) Advertisements, personals, want ads

(i) Editorial justifying executions

(12) Have students compile a list of sensory (sight, smell, taste, touch, auditory) images used.

(13) Give students a thesis statement such as: A Tale of Two Cities depicts man as he struggles with his environment, with the plus and minus aspects of revenge, with his responsibilities to duty vs. desire, and with his allegiance to honor vs. dishonor. Ask them to cite specific examples of each of these areas of conflict as they

become evident during their reading. Another thesis statement for class or small group discussion or for a written assignment might be: Dickens' A Tale of Two Cities demonstrates that "this terrible Revolution" was a reaction to injustice but that it, in turn, created additional injustices.

(14) Have students evaluate Dickens as an observer of life by noting, in the books read, his knowledge of such fields as medicine, psychology, law, drama, penology, mesmerism, sociology, and politics.

(15) Have students give readings a la Charles Dickens. This entails assuming the personality, emotions, and costume of the character presented. Some students might prepare playbills or notices for display around the school, and students might present their readings for other classes. Tell students that Dickens became the character to the extent that he was able to present the pathos of Little Nell's existence so effectively that reports indicate there was not a dry eye in the house.

(16) Present students with a variety of quotations from Dickens' works. Ask them to interpret them and to base their interpretations on previous readings of Dickens and on their knowledge of his life. In addition, students may indicate their own reaction to the quotation. Several from which to choose are suggested here, or the teacher may select others.

(a) What is the odds, so long as the wing of friendship never moults a feather. The Old Curiosity Shop, Chapter 2.

(b) Regrets are the natural property of gray hairs. Martin Chuzzlewit, Chapter 10.

(c) Secret, and self-contained, and solitary as an oyster. Martin Chuzzlewit, Chapter 36.

(d) Oh the nerves, the nerves; the mysteries of this machine called Man! Oh the little that unhinges it: poor creatures that we are! "The Chimes," Third Quarter.

(e) Accidents will occur in the best regulated families. David Copperfield, Chapter 28.

(f) A person who can't pay, gets another person who can't pay, to guarantee that he can pay. Little Dorrit, Book I, Chapter 23.

(g) It is at least as difficult to stay a moral infection as a physical one. Little Dorrit, Book II, Chapter 13.

(h) It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness it was the spring of hope, it was the winter of despair. A Tale of Two Cities, Book I, Chapter 1.

(i) Detestation of the high is the involuntary homage of the low. A Tale of Two Cities, Book II, Chapter 9.

(j) I have known a vast quantity of nonsense talked about bad men not looking you in the face. Don't trust that conventional idea. Dishonesty will stare honesty out of countenance, any day in the week, if there is anything to be got by it. "Hunted Down," Chapter 2.

(k) In the little world in which children have their existence, whosoever brings them up, there is nothing so finely perceived and so finely felt, as injustice. Great Expectations. Chapter 9.

16. Give students as research leads a list of topics which were treated by Dickens in his writings. Ask each student to select one subject of interest to him and find evidence from as many sources as possible to concretize a judgment. Possible topics include:

(a) Capital punishment

(b) Juvenile delinquency

(c) Poor houses

(d) Senior citizens

(e) Religion

(f) Animals in Dickens

(g) Education

(h) Children

(i) Birds in Dickens

(j) Welfare

(k) Alcoholism

(l) Drug abuse

(m) Child labor

(n) Victorian gentry

(o) Crime in the streets

(p) Police

(q) Sports

(r) Pubs

(s) Victorian menu

(t) Class status

(u) Pollution

17. Have students plan a presentation entitled "Charles Dickens on Trial." Select characters a la Perry Mason and have an interested student groom himself as Dickens on the witness stand. The class could compile evidence relating to the prosecuting attorney's case. Let Charles Dickens take the stand to admit or refute the charges. A jury of his peers should decide the outcome. Possible charges:

    (a) Male chauvinism

    (b) Heresy

    (c) Union advocate

    (d) Revolutionist (personal life)

    (e) Child neglect (personal life)

    (f) Advocate of divorce

    (g) Anti-American

C. Having become familiar with the Victorian societal forces which necessitated a humanitarian spokesman, students will delineate aspects of today's society which might concern a contemporary Dickens.

1. Have students compile a list of favorite or prominent characters in Dickens' works. Ask them to propose present day counterparts for each and then to select one or more and prepare a short sketch to show the modern counterpart(s) in action.

2. Ask students to find the relationship between the following items:

   a. Babbitt or Babbitry: Podsnappery or Our Mutual Friend

   b. Rachel Carson's Silent Spring: Dickens' the Black Country in The Old Curiosity Shop

   c. Upton Sinclair's The Jungle: Dickens' Dombey and Son

   d. Sketches by Boz: TV soap operas

   e. Dave Wilkerson's Cross and the Switchblade: Bleak House (Jo) or Oliver Twist (Artful Dodger)

   f. Otto Kerner Report on Blacks: Martin Chuzzlewit

3. Have students read W. H. Auden's "The Unknown Citizen" and hypothesize that Auden might have gained his inspiration from Dickens' Hard Times.

4. Have students consider the assertion that the past can be a key to the future. After discussion, ask students to "step into the shoes" of selected persons and/or societal groups who might seek answers by reading Dickens.

   a. Ralph Nader

   b. D. W. Griffith

   c. Eldridge Cleaver

   d. Angela Davis

e. Carrie Nation

f. J. Edgar Hoover

g. Marcel Marceau

h. Musical comedy producers

i. Cartoonists

j. Senior citizens

k. Inmates of a juvenile correction institution

l. Convicts

5. Instruct students to transport Charles Dickens to our contemporary world and envision likely social targets of criticism. Are there any social conditions of his day extant? Conjecture the medium he would choose to vent his ire and indignation.

6. Present students with several selections by Matthew Arnold and John Ruskin and have them note specifics which attack Victorian materialism. Have students use these observations and similar ones derived from Dickens' works as the basis of a discussion concerning materialism today. What was the result of a materialistic outlook in Dickens' time? What might be the result of twentieth century America's materialism? After discussion, have students write papers which delineate their feelings toward materialistic acquisitions versus moral values. Are the two mutually exclusive? Why or why not?

7. Tell students that Dickens was the Ralph Nader of his time and accused the railways of polluting the country. Ask them to develop Dickensian characters and incidents which attack this polluter. They might develop this as a "Sketch by_____" or as a short skit.

8. Ask students to review the housing conditions of Dickens' time and the resulting crime and violence that took place in low-income tenement areas. Tell students that the police force was increased, but it did little to alleviate robberies. Ask them to compare these situations with present ghetto conditions and propose remedies for the problems.

9. Have students review the women in the Dickens' novels they have read and the position of women throughout England in his time. How would they react to today's women's liberation movement? Of which elements might they approve? Which ones would they reject?

10. Have students refer to A. 11 to reevaluate the similarity of conditions between the Victorian Era and modern America. Who are the various spokesmen for the common people today? What personal characteristics do they possess? What modern communication outlets are popular? What problems seem to be universal in time-scope? Apply Dickensian standards to our spokesmen to detect any core of commonality. Suggestions: John F. Kennedy; Martin Luther King, Jr.; Ralph Nader; Abbie Hoffman; John Steinbeck; Angela Davis; David Susskind. Are there any trends in contemporary life that indicate "reincarnation" of a Charles Dickens?

IV. STUDENT AND TEACHER RESOURCES

A. State-adopted tex books

Adventures for Readers, Book One. A Christmas Carol.

The English Tradition: Fiction from Pickwick Papers.

Searchlights on Literature. "In the Mist"

Focus: Themes. A Christmas Carol.

Outlooks through Literature. A Tale of Two Cities.

Western Literature: Themes and Writers. "The Poor Relations Story".

B. Reference books

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_____. Little Dorrit. New York: Books, Inc., 1957.

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C. Films

Changing World of Charles Dickens, The	1-31846
Charles Dickens Christmas, A	1-13393
Dickens, Charles: Characters in Action	1-11832
Dickens' Christmas Carol	1-05736
Dickens Chronicle, A. Pt. 1	1-31513
Dickens Chronicle, A Pt. 2	1-31515
English History: 19th Century Reforms	1-12565
English Literature: The Victorian Period	1-11814
French Revolution, The	1-12580
Napoleon: The End of a Dictator	1-31937
Napoleon: The Making of a Dictator	1-31936
Novel, The: Early Victorian England and Charles Dickens	1-40053
Novel, The: Great Expectations Pt. 1	1-40057
Novel, The: Great Expectations Pt. 2	1-40055
Novel, The: What It Is, What It's About, What It Does	1-40059
Tales from Dickens: David and Betsey Trotwood	1-30896
Tales from Dickens: David and Dora	1-30897
Tales from Dickens: David and His Mother	1-30899
Tales from Dickens: David and Mr. Micawber	1-30895
Tales from Dickens: Mr. Jingle at Dingley Dell	1-30898
Tales from Dickens: Sam Weller and His Father	1-30902
Tales from Dickens: The Old Soldier	1-30900
Tales from Dickens: The Runaways	1-30901
Tales from Dickens: Uriah Heep	1-30903